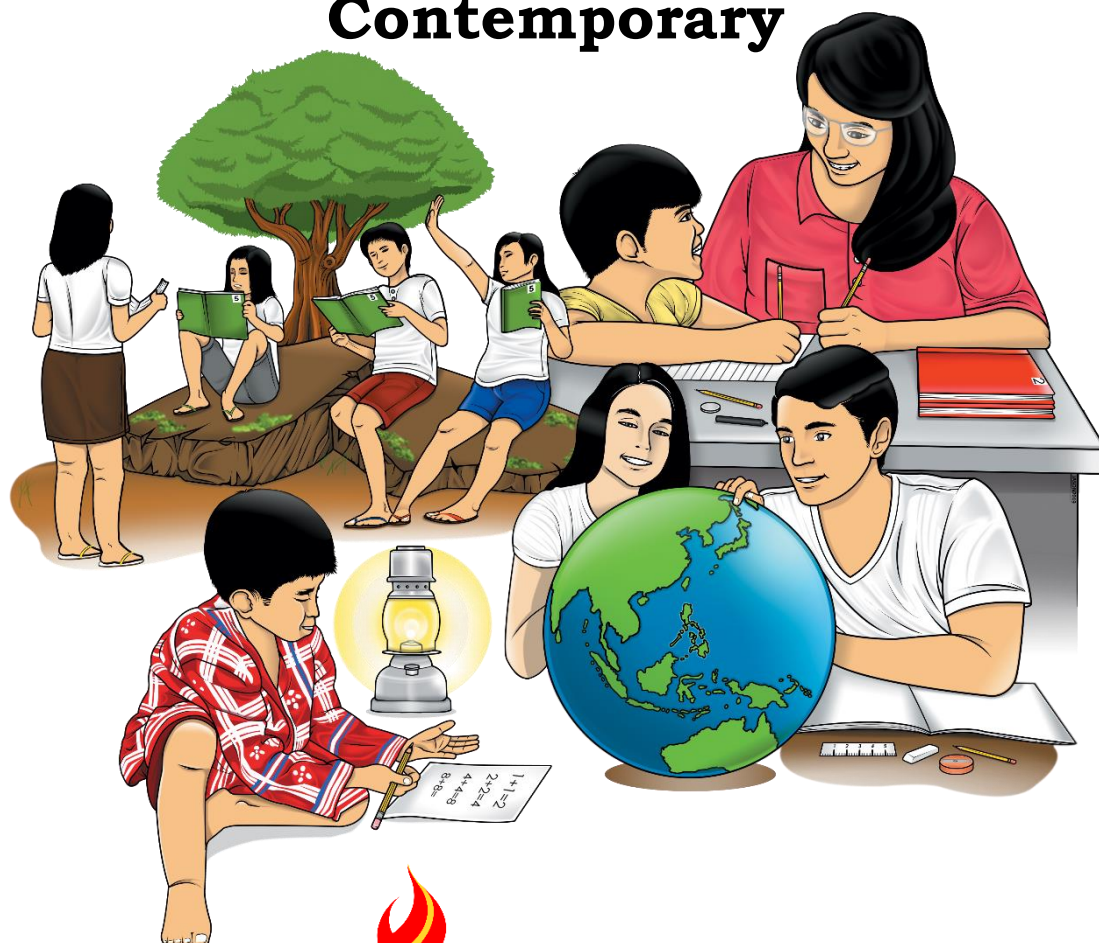


21st Century Literature from the Philippines and the World

Quarter 1 – Module 1: Geographic, Linguistic and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary



21st Century Literature from the Philippines and the World
Alternative Delivery Mode
Quarter 1 – Module 1: Geographic, Linguistic and Ethnic Dimensions of Philippine
Literary History from Pre-Colonial to the Contemporary
First Edition, 2020

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**21st Century Literature from
the Philippines and the World
Quarter 1 – Module 1
Geographic, Linguistic and Ethnic
Dimensions of Philippine Literary
History from Pre-Colonial to the
Contemporary**

Introductory Message

For the facilitator:

Welcome to the 21st Century Literature 11 Alternative Delivery Mode (ADM) Module on Geographic, Linguistic and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary.

This module was collaboratively designed, developed, and reviewed by educators both from public and private institutions to assist you, the teacher, or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st-century skills while taking into consideration their needs and circumstances.

Also, you will see this box in the body of the main text in this module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module, encourage and assist them as they do the tasks, and track their progress while allowing them to manage their learnings.

For the learner:

Welcome to the 21st Century Literature 11 Alternative Delivery Mode (ADM) Module on Geographic, Linguistic and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary.

The hands are one of the most symbolized parts of the human body. They are often used to depict skill, action, and purpose. Through your hands, you may learn, create, and accomplish. Hence, the hands in this learning resource signify that you, as a learner, are capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written with you in mind. It is here to help you understand 21st Century Literature from the Philippines and the World. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into two lessons, namely:

- Lesson 1 – Geographic, Linguistic and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary.
- Lesson 2 – Identifying Representative Texts from the Regions

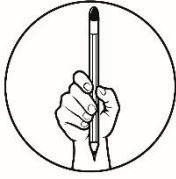
After going through this module, you are expected to:

1. Identify geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to contemporary and representative texts from the regions.
2. Write a close analysis and critical interpretation of literary texts.
3. Show a sense of adaptability of the Philippine Literary History



Notes to the Teacher

Use the module with care especially in turning each page. Please be reminded to ask the student to answer the Pre-Test before moving on to the Lesson Proper. Read and make sure that the students understand the directions in every exercise. Encourage the student to observe honesty in answering the tests and activities and in checking the answers. Do not put unnecessary mark/s on any part of this module. And answer on a separate sheet of paper.



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. During this period, Jose Rizal's works such as *Noli Me Tangere* and *El Filibusterismo* were written to awake the mind of our countrymen.
 - a. Spanish Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. Period of Enlightenment
2. The Philippines had literature such as legends, folktales, folksongs, and the like.
 - a. Spanish Period
 - b. Japanese Period
 - c. Pre-Spanish Period
 - d. Period of Enlightenment
3. In this period, religious books were written, such as *Doctrina Cristiana* and *Urbana and Felisa*, to support or contradict the Catholic Church.
 - a. Spanish Period
 - b. American Period
 - c. 21st Century Period
 - d. Period of Enlightenment
4. Filipino writers went into all forms of literature like news, reporting, poetry, stories play, essays, and novels which clearly depicted their love of country and their longings for independence.
 - a. EDSA I Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. The 3rd Republic Period
5. Filipino literature was given a break during this period for the Filipino literature was prohibited from using. Many wrote plays, poems, short stories, etc. Topics and themes were often about life in the provinces.
 - a. Japanese Period
 - b. American Period

- c. Pre-Spanish Period
 - d. American Period
6. Haiku and Tanaga were influenced by what period?
- a. Spanish Period
 - b. Japanese Period
 - c. 21st Century Period
 - d. Period of Enlightenment
7. This period presented new trends in writing using modern technology.
- a. Edsa I Period
 - b. 21st Century Period
 - c. Pre-Spanish Period
 - d. The 3rd Republic Period
8. This literary period witnessed newspapers which were once branded crony newspapers become instant opposition papers.
- a. Japanese Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. Edsa I Period
9. Poetry during this period were during this period were romantic and revolutionary.
- a. The 3rd Republic Period
 - b. Edsa I Period
 - c. 21st Century Period
 - d. Pre-Spanish Period
10. Poetry during this period were dealt with patience, regard for native culture and customs.
- a. The 3rd Republic Period
 - b. 21st Century Period
 - c. Edsa I Period
 - d. New Society Period
11. Philippine regional literature can be BEST described as _____.
- a. Dynamic
 - b. Outdated
 - c. Spoken
 - d. Traditional
12. Imagery in poetry pertains to _____.
- a. Mental pictures
 - b. Unique drawings
 - c. Vague resemblances
 - d. Word creations

13. The use of the vernacular in regional literature is _____
- a. discouraged because many people do not understand a piece not written in either English or Tagalog
 - b. encouraged so that the culture and tradition of a people are upheld despite effects of modernity
 - c. opposed for the reason that it constraints the expression of thoughts, feelings, and ideas of a writer
 - d. affirmed by many for it allows free flow of feelings and in-sights not understandable to readers
14. A valid observation of literary development in the Philippines is that _____.
- a. History is recorded only in the oral tradition of the country.
 - b. No literature could reflect the richness of our country's experiences.
 - c. Literary masterpieces are written by great persons with great remembrances.
 - d. Literature developed alongside Philippine history.
15. Because of the archipelagic nature of the Philippines, its geographical features, and the presence of various ethno-linguistic groups in the country, regional literature has become _____.
- a. Anti-modern and traditional
 - b. Short yet vivid
 - c. Rich and varied
 - d. Nationalistic

Lesson

1

Geographic, Linguistic and Ethnic Dimensions of Philippine Literary History from Pre-Colonial to the Contemporary

21st Century Literature from the Philippines and the World Module aims to engage students in appreciation and critical study of 21st Century Literature from the Philippines and the World, encompassing their various dimensions, genres, elements, structures, contexts, and traditions.



What's In

1. What do you know about the different Literary Periods in Philippine Literature?
2. What are the essential elements of the literary pieces under different periods of literature?



What's New

Task 1. Literary Timeline

Directions: Try to complete the literary **TIMELINE** below. Choose your answers from the given choices written below.

1565	1566- 1871	1872- 1898	1898- 1841	1941- 1945	1946- 1970	1970- 1980	1981- 1885	1886- 1999	2001- present
------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	------------------

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
----	----	----	----	----	----	----	----	----	-----

- | | |
|-----------------------|-------------------------------------|
| a. Japanese Period | f. 21 st Century |
| b. Rebirth of Freedom | g. Spanish |
| c. Post EDSA | h. Period of Enlightenment |
| d. American Period | i. Period of Activism & New Society |
| e. Pre-Spanish Period | j. Period of Literature in English |



What is It

Think About This!

Our forefathers already had their literature, which reflected in their customs and traditions. They had their alphabet even before they had colonized. The Spanish friars burned their alphabet in the belief that they were works of the devil or were written on materials that quickly perished, like the barks of trees, dried leaves, and bamboo cylinders, which could not have remained firm even if efforts were made to preserve them. Our unique geographic location is the reason why we are rich.

PRE-SPANISH LITERATURE - is characterized by:

- Folk tales. These are made up of stories about life, adventure, love, horror, and humor where one can derive lessons. An example of this is THE MOON AND THE SUN.
- The Epic Age. Epics are long narrative poems in which a series of heroic achievements or events, usually of a hero, are dealt with at length.
- Folk Songs. These are one of the oldest forms of Philippine literature that emerged in the pre-Spanish period. These songs mirrored the early forms of culture. Many of these have 12 syllables. Examples of which are Kundiman, Kumintang o Tagumpay, Ang Dalit o Imno, Ang Oyayi o Hele, Diana, Soliraning and Talindaw

Understanding Literary History

Literature in this period may be classified as religious prose and poetry and secular prose and poetry.

- Spanish Influences On Philippine Literature

The first Filipino alphabet, called ALIBATA, was replaced by the Roman alphabet. Also, the teaching of the Christian Doctrine became the basis of religious practices. European legends and traditions brought here became assimilated in our songs, corridos, and moro-moros.

- Folk Songs

It manifests the artistic feelings of the Filipinos and shows their innate appreciation for and love of beauty. The examples are Leron-Leron Sinta, Pamulinawen, Dandansoy, Sarong Banggi, and Atin Cu Pung Sing-sing.

- Recreational Plays

There were many recreational plays performed by Filipinos during the Spanish times. Almost all of them were in a poetic form such Cenaculo, Panunuluyan, Salubong and Zarzuela.

PERIOD OF ENLIGHTENMENT (1972- 1898)

In 19th Century, Filipino intellectuals educated in Europe called Ilustrados began to write about the hitch of colonization.

The Propaganda Movement (1872-1896) - This movement was spearheaded mostly by the intellectual middle-class like Jose Rizal, Marcelo del Pilar; Graciano Lopez Jaena, Antonio Luna, Mariano Ponce, Jose Ma. Panganiban, and Pedro Paterno.

- **Some of Rizal's writings:** Noli Me Tangere, Mi Ultimo Adios, Sobre La Indolencia Delos Filipinos and Filipinas Dentro De Cien Años.
- **Some of Del Pilar's writings:** Pagibig sa Tinubuang Lupa (Love of Country), Kaingat Kayo (Be Careful), and Dasalan at Tocsohan (Prayers and Jokes).
- **Some of Jaena's writings:** Ang Fray Botod, La Hija Del Fraile (The Child of the Friar), and Everything Is Hambug (Everything is mere show), Sa Mga Pilipino...1891), and Talumpating Pagunita Kay Kolumbus (An Oration to Commemorate Columbus).

THE AMERICAN REGIME (1898-1944)

Linguistically, Americans influenced Filipino writers to write using English language. Jose Garcia Villa became famous for his free verse.

Characteristics of Literature during this period:

The languages used in writing were Spanish and Tagalog and the dialects of the different regions. But the writers in Tagalog, continued in their lamentations on the conditions of the country and their attempts to arouse love for one's native tongue and the writers in English imitated the themes and methods of the Americans.

THE JAPANESE PERIOD (1941-1945)

Philippine Literature was interrupted in its development when another foreign country, Japan, conquered the Philippines between 1941-1945. Philippine literature in English came to a halt. This led to all newspapers not to be circulated in the community except for TRIBUNE and PHILIPPINE REVIEW.

- Filipino Poetry during this period

The common theme of most poems during the Japanese occupation was nationalism, country, love, and life in the barrios, faith, religion, and the arts.

- Three types of poems emerged during this period:

- a. Haiku , a poem of free verse that the Japanese like. It was made up of 17 syllables divided into three lines and
- b. Tanaga – like the Haiku, is short, but it had measure and rhyme.
- c. Karaniwang Anyo (Usual Form)

PHILIPPINE LITERATURE IN ENGLISH (1941-1945)

Because of the strict prohibitions imposed by the Japanese in the writing and publishing of works in English, Philippine literature in English experienced a dark period. For the first twenty years, many books were published both in Filipino and in English.

In the New Filipino Literature, Philippine literature in Tagalog was revived during this period. Most themes in the writings dealt with Japanese brutalities, the poverty of life under the Japanese government, and the brave guerilla exploits.

PERIOD OF ACTIVISM (1970-1972)

According to Pociano Pineda, youth activism in 1970-72 was due to domestic and worldwide causes. Because of the ills of society, the youth moved to seek reforms.

The Literary Revolution

The youth became vocal with their sentiments. They demanded a change in the government. It was manifested in the bloody demonstrations and the sidewalk expressions and also in literature.

PERIOD OF THE NEW SOCIETY (1972- 1980)

The period of the New Society started on September 21, 1972. The Carlos Palanca Awards continued to give annual awards. **Poems** dealt with patience, regard for native culture, customs, and the beauties of nature and surroundings. Newspapers donned new forms.

News on economic progress, discipline, culture, tourism, and the like were favored more than the sensationalized reporting of killings, rape, and robberies. Filipinos before were hooked in reading magazines and comics.

PERIOD OF THE THIRD REPUBLIC (1981-1985)

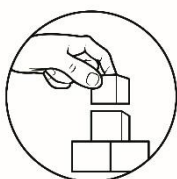
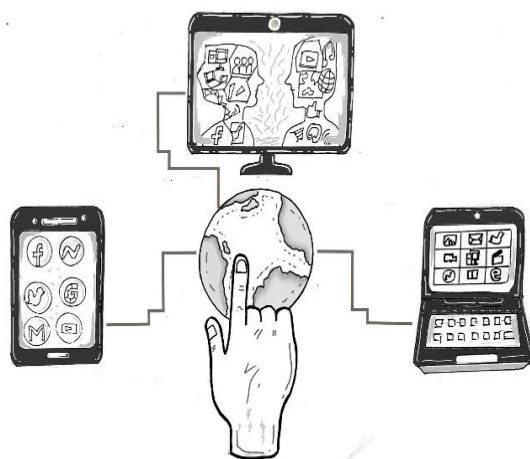
After ten years of military rule and some changes in the life of the Filipino, which started under the New Society, Martial Rule was at last lifted on January 2, 1981. The Philippines became a new nation, and this, former President Marcos called "The New Republic of the Philippines." **Poems** during this period of the Third Republic were romantic and revolutionary. Many **Filipino songs** dealt with themes that were true-to-life like those of grief, poverty, aspirations for freedom, love of God, of country and fellowmen.

POST-EDSA 1 REVOLUTION (1986-1995)

History took another twist. Once more, the Filipino people regained their independence, which they lost twenty years ago. In four days from February 21-25, 1986, the so-called People Power (Lakas ng Bayan) prevailed. In the short span of the existence of the real Republic of the Philippines, several changes already became evident. It was noticed in the new Filipino songs, newspapers, speeches, and even in the television programs. The now crony newspapers that enjoyed an overnight increase in circulation were THE INQUIRER, MALAYA, and the PEOPLE'S JOURNAL.

21st CENTURY PERIOD

The new trends have been used and introduced to meet the needs and tastes of the new generation. 21st Century learners are demanded to be ICT inclined to compete with the style and format of writing as well. New codes or lingos are used to add flavor in the literary pieces produced nowadays.



What's More

Activity 1. Who's Who?

Direction: Identify the author of the following literary pieces written by the *Ilustrados*. Write the letter of your correct answer.

A. Jose Rizal B. Marcelo H. Del Pilar C. Graciano Lopez Jaena

- | | |
|----------------------------------|--|
| 1. Sa Mga Pilipino | 6. El Filibusterismo |
| 2. Mi Ultimo Adios | 7. Kaingat Kayo |
| 3. Filipinas Dentro De Cien Años | 8. Ang Fray Botod |
| 4. Pag-Ibig sa Tinubuang Lupa | 9. Sobre La Indolencia Delos Filipinos |
| 5. La Hija del Fraile | 10. Dasalan at Tocsohan |

Assessment 1. Characterize Me!

Directions: Complete the table below by writing the characteristics of the following literature during the Pre-Spanish Period

Legends	Folk Tales	The Epic Age	Folk Songs

Activity 2. Thinker's View

Directions: Given below is a sample of a Filipino Folktale in the Pre-Spanish Period. Answer the questions that follow.

THE SUN AND THE MOON

(Tinguian folk tale)

In the olden days, like the moon, the sun had also star children which were yellowish in color, very bright and very hot.

The star children of the moon, however, were reddish and cool. That moon was scared that his stars would wither and die if they play with the star children of the sun.

The moon suggested to the sun that they kill their children who were crowding the heavens with their number.

When the sun had killed her children, the moon merely hid behind the clouds.

In the evening, when the clouds faded, the moon stars appeared.

This angered the sun so he gave chase to the moon. Thus, when he overtakes the moon, we have the so-called eclipse.

Every morning, the sun kills the moon stars that he catches.

Until now, this chase continues and because the moon still continues...

1. What is the concern of the moon regarding his stars?
2. Why does the moon anger the sun?
3. What particular phenomenon is described in the Filipino Folktale?

Assessment 2. Closer Look

Directions: Write three words that will highlight the message of the excerpt from one of the most famous literary pieces during Spanish time, *Pasyon*.

1.

2.

3.

KASAYSAYAN NG PASYONG MAHAL NI HESUKRISTONG
PANGINOON NATIN
(COPYRIGHT 1949 BY IGNACIO LUNA & SONS)
Panalangin sa Diyos Oh Diyos
sa kalangitan Hari ng sangkalupaan
Diyos na walang kapantay,
mabait lubhang maalam
at puno ng karunungan.
Ikaw ang Amang tibobos
ng nangungulilang lubos
amang di matapus-tapos,
maawi't mapagkukupkop sa taong lupa't alabok. Iyong itulot sa amin
Diyos Amang maawain mangyaring aming dalitin.

Assessment 3. Saying a Song

Directions: One of the songs in the Post-EDSA I era is the song *Ang Bayan Ko*. Analyze and interpret the emotions of Filipinos and situations of the country found in each paragraph of the song.

Ang Bayan Ko

I.	II.	II. Atsa
<i>ng bayan kong Pilipinas</i>		<i>sa kanyang yumi at ganda</i>
<i>Lupain ng ginto't bulaklak</i>		<i>Dayuhan ay nahalina</i>
<i>Pag-ibig na sa kanyang palad</i>		<i>Bayan ko, binihag ka</i>
<i>Nag-alay ng ganda't dilag</i>		<i>Nasadlak sa dusa</i>

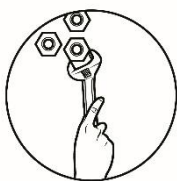
CHORUS

*Ibon mang may layang lumipad kulungin mo at
umiiyak bayan pa kayang sakdal-dilag
ang 'di magnasang makaalpas,
Pilipinas kong minumutya pugad ng luha at dalita
aking adhika makita kang sakdal laya*



What I Have Learned

1. Pre-Spanish Literature is characterized by Legends, Folk Tales, The Epic Age, and Folk Songs.
2. The Propaganda Movement (1872-1896) was spearheaded mostly by the intellectual middle-class like Jose Rizal, Marcelo del Pilar, Graciano Lopez Jaena, Antonio Luna, Mariano Ponce, Jose Ma. Panganiban and Pedro Paterno.
3. In the American Regime, Americans influenced Filipino writers to write using the English language. English as a medium of instruction was introduced in the schools as the intellectual language of education.
4. In the Period of Activism, campus newspapers were written to show their protest. They held pens and wrote on placards in red paint the equivalent of the word MAKIBAKA (To dare!).
5. Period of the New Society poems dealt with patience, regard for native culture, customs, and the beauties of nature and surroundings.
6. The period of the Third Republic was romantic and revolutionary.
7. Post EDSA I noticed in the new Filipino songs, in the newspapers, in the speeches, and even in the television programs.



What I Can Do

Task 1. As a grade 11 Filipino learner, in what way you can show a sense of adaptability to the diverse Philippines Literary History? State your answer in a 3 -5 paragraph essay.

Lesson 2

Identifying Representative Texts from the Regions

The country's rich repertoire of literary masterpieces may be rooted in the diverse cultural heritage of the Filipino people. They have produced varied texts because of differences. The mighty roar of the North and the fiery temperament of the South blended well. The Filipinos speak of the collective experiences from the people who have gone through difficulties, triumphs, struggles, successes, armed conflicts, bloodless revolutions, and others. It is the reason why these masterpieces resonated loud and clear in the Philippine archipelago.



What's In

1. What are the different Literary Periods in Philippine Literature?
2. What are the basic elements of the literary pieces under the Japanese Regime? American Period? Spanish Period?
3. What are changes in Literature during the 21st Century?



What's New

Imagery is a poetic element that tries to create a picture in the mind of the reader or a mental image through the use of figural language. It represents objects, places, ideas, or even actions that appeal to the senses of the readers.

<p style="text-align: center;">Gabu by Carlos A. Angeles</p>	
<p>The battering restlessness of the sea Insists a tidal fury upon the beach At Gabu, and its pure consistency Havos the wasteland hard within its reach. Brutal the daylong bashing of its heart Against the seascape where, for miles around, Farther than sight itself, the rock- stones part And drop into the elemental wound. The waste of centuries is grey and dead</p>	<p>And neutral where the sea has beached its brine, Where the spilt salt of its heart lies spread Among the dark habiliments of Time. The vital splendor misses. For here, here At Gabu where the ageless tide recurs All things forfeited are most loved and dear. It is the sea pursues a habit of shores.</p>

1. What image does the poem, Gabu, try to create?
2. Which word or group of words from the poem help you form this image? Draw this on a separate sheet of paper.



What is It

A Taste of Philippine Poetry

Located in the northwest of Luzon, the Ilocos Region or Region 1 is comprised of four provinces, namely: Ilocos Norte, Ilocos Sur, La Union, and Pangasinan. It is bordered to the west by the turbulent South China Sea, to the east by the Cordillera Administrative Region, the northeast and southeast by Cagayan Valley and the South by Central Luzon. Most of the inhabitants of the Ilocano homeland are concentrated along a narrow coastal plain. Because of geographical boundaries, these people often experience heavy rains and violent typhoons, especially during rainy seasons.

The region, then, takes pride in long stretches of white sand and clear waters alongside its rich cultural heritage. What you are about to read is a poem written by a Carlos Palanca Memorial Awardee in Poetry in 1964, Carlos A. Angeles. His collection of poems entitled, *Stun of Jewels*, also bagged him the Republic Cultural Heritage Award in Literature in the same year.

A Moment of Silence

Gabu depicts a coastline in Ilocos that is constantly experiencing the battering restlessness of the sea. The water that comes back to the shore seems furious and ruthless with its daylong bashing, which havoocs the wasteland. Being an archipelagic country, the Philippines knows the importance of water and the sea.

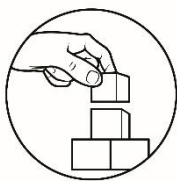
A Taste of Tagalog Essay

More popularly known now as the CALABARZON referring to the provinces of Cavite, Laguna, Batangas, Rizal, and Quezon, Region IV-A is home to Tagalog-speaking people in the Philippines. Recognized all over the country for their bravery and fearlessness in battles, CALABARZON has participated actively in the country's fight for freedom and democracy. It is home to many Philippine heroes foremost, and among them are Rizal of Laguna, Mabini of Batangas, and Aguinaldo of Cavite.

A Taste of Creative Nonfiction

The island of Visayas is one of the major geographical divisions in the Philippines, the other two being Luzon and Mindanao. It is divided into Western, Central, and Eastern Visayas. The Visayas region is comprised of several islands circling the Visayan Sea. Its people, therefore, share a sea-based culture and tradition that may be rooted in a strong religious foundation.

The dwelling place of many festivals such as the Ati-Atihan, Di-nagyang, Sinulog, Pintados, and Maskara, the Visayas may indeed be considered as one of the cradles of Philippine civilization.



What's More

Activity 1. Graphic Organizer

Directions: Delve deeper into the poem *Gabu* by Carlos A. Angeles using the graphic organizer. You may re-read the poem to get the details that would complete the organizer.

Title of the Text:	
Author:	
QUESTIONS	RESPONSE
TOPIC What is the text all about?	
SITUATION What is the setting referred to or described in the text?	
CLIENT Who is the target group of readers of the text? How would you describe the group in terms of skills, values, beliefs and attitudes?	
PURPOSE Why was the text written? What does it hope to achieve especially among its client?	
PERSONA Who is the voice behind the text? What is known about him or her?	

Assessment 1. Reflect On Me

Direction: Read and answer the questions.

Aug 2009 by SIGLIWA

Salubungin ang (Bagong) Daluyong ng mga Agos sa Disyerto

SA PANAHOONG tila natutuyuan ang mga linang ng panitikan noong gitnang bahagi ng dekada '60, dumaloy ang mga akda nina Efren R. Abueg, Dominador B. Mirasol, Rogelio L. Ordoñez, Edgardo M. Reyes at Rogelio R. Sikat, sa aklat katipunang Mga Agos sa Disyerto.

Unang buhos ng daluyong ay noong 1964 at isang dekada ang lumipas, muling umalon at binasa ang namimitak na lupain ng panitikang Filipino nang mailimbag ang ikalawang edisyon ng Mga Agos sa Disyerto noong 1974.

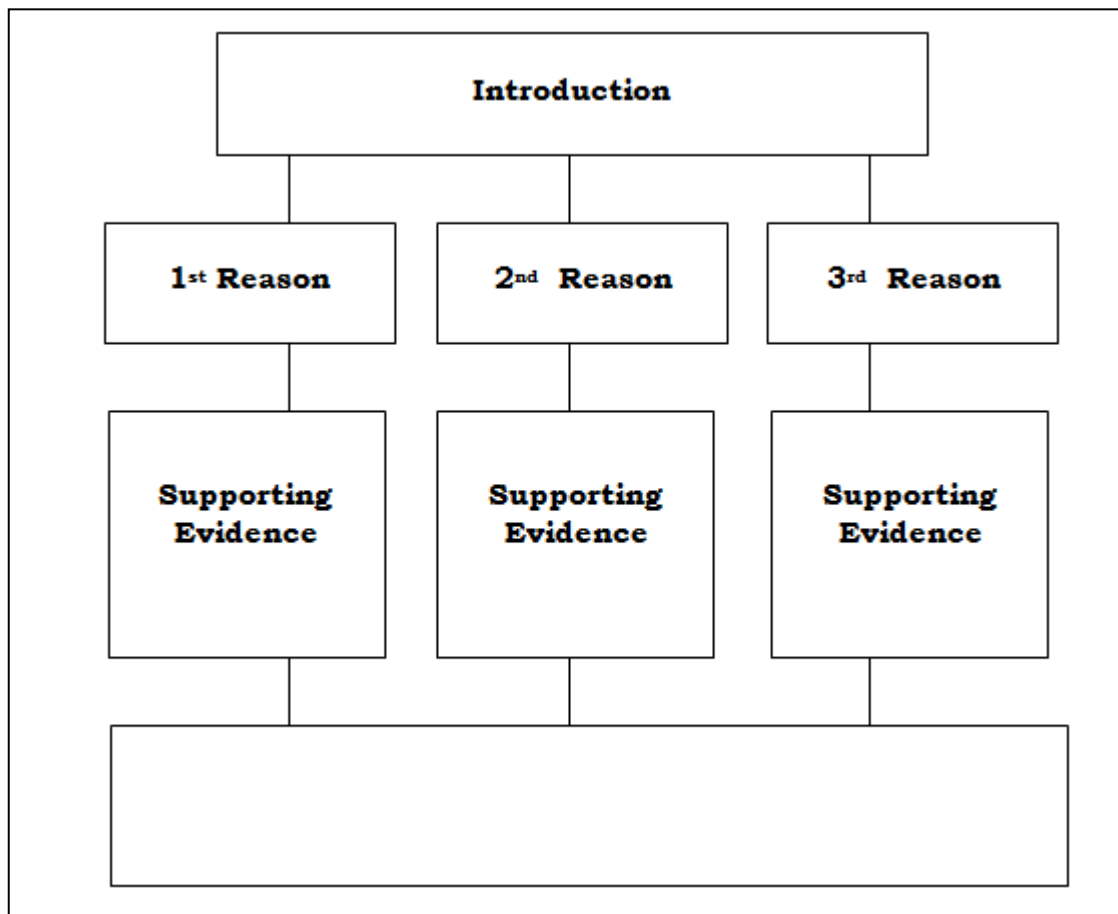
Huling sargo ng daluyong ng Agos ay 16 na taon ang nakararaan, nang lumabas ang ikat-long edisyon nito noong 1993.

Ngayon, sa panahong sampu isang pera ang patakbuhiing literaturang patuloy na lumuluoy sa diwa at kaluluwa ng mga Pilipino, muling nagbabanta ang pagbugso ng mga Agos sa Disyerto.

1. In what language was the text, Mga Agos sa Disyerto written?
2. What did the text aim to accomplish?

Activity 2. Outline

What does the writer want to say about the use of Filipino especially in awakening the social and moral consciousness of the masses? Outline the main points of the essay through the graphic organizer below.



Assessment 2. Theme's Up

Pananalamin sa Tubig ng Katotohanang Panlipunan

Sinalamin ng 25 akdang isinama sa Agos (na 20 lamang noong ika-2 edisyon) katotohanang umiiral sa lipunan. Binigyang mukha ng mga ito ang kalagayan ng karaniwang tao, maging ang pingkian ng kapangyarihan at karumaldumal na karalitaan at kawa-langhiyaang umiiral sa ating lipunan.

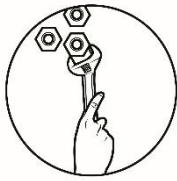
Nilaro ng mga akda ang emosyon at kaisipan, na bagaman ginagawa na noon, hindi ganoong kahantad.

1. What is the central theme of this text?



What I Have Learned

1. Imagery is a poetic element that tries to create a picture in the mind of the reader or a mental image through the use of figurative language.
2. Gabu depicts a coastline in Ilocos that is constantly experiencing the battering restlessness of the sea.
3. *Panahon na muling Padaluyin ang Agos* is a persuasive essay that focuses on the potent capacity of a national language to arouse patriotism and love of country and its people.
4. *The Dreamweavers* is a text written by a feminist Filipina who strongly promotes women's rights.



What I Can Do

Activity 1. Verse of the Day

The text you are about to encounter is written by a native Visayan who was born in Maribojoc, Bohol. Considered by many as a feminist Filipina who strongly promotes women's rights, Marjorie Evasco is not only a Don Carlos Palanca Memorial Awardee but also recipient to several accolades here and abroad. Give the meaning of the following verses: 1, 6, & 7

Dreamweavers

Marjorie Evasco

We are entitled to our own
definitions of the worlds
we have in common:

earth	house	(stay)
water	well	(carry)
fire	stove	(tend)
air	song	(sigh)
ether	dream	(died)

and try out new combinations
with key words
unlocking power

house on fire	sing!
stove under water	stay.
earth filled well	die.

The spells and spellings
Of our vocabularies
Are oracular
In translation

One woman in Pagnito-an
Another in Solentiname
Still another in Harxheim
And many other women

Naming

Half the world together	
can	move their earth
must	house their fire
be	water to their song
will	their dreams



Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Chant (Bulong) was used in witchcraft or enchantment especially in remote places in the Visayas.
 - a. Japanese Period
 - b. Rebirth of Freedom
 - c. Pre-Spanish Period
 - d. Period of Enlightenment

2. Lagaylay was used in a special occasion for the Pilareños of Sorsogon during May time to get together.
 - a. Spanish Period
 - b. New Society Period
 - c. Pre-Spanish Period
 - d. Period of 3rd Republic

3. PAGIBIG SA TINUBUANG LUPA was translated from the Spanish AMOR PATRIA of Rizal, published on August 20, 1882, in Diariong Tagalog.
 - a. Spanish Period
 - b. American Period
 - c. Pre-Spanish Period
 - d. Period of Enlightenment

4. Tagalog Zarzuela, Cenaculo and the Embayoka of the Muslims were presented in the rebuilt Metropolitan Theater, the Folk Arts Theater and the Cultural Center of the Philippines.
 - a. New Society Period
 - b. American Period
 - c. 21st Century Period
 - d. Period of 3rd Republic

5. Haiku, is short with a measure and rhyme consisting of 17 syllables which had favorable diminishing effect on Tagalog literature.
 - a. New Society Period
 - b. American Period
 - c. 21st Century Period
 - d. Period of 3rd Republic

6. English as medium of instruction was introduced in the schools as intellectual language of education in this period.
 - a. New Society Period
 - b. American Period
 - c. 21st Century Period
 - d. Period of 3rd Republic

7. This is the period wherein the youth became vocal with their sentiments and demanded change in the government.
 - a. Spanish Period
 - b. Period of Activism
 - c. Pre-Spanish Period
 - d. Period of 3rd Republic

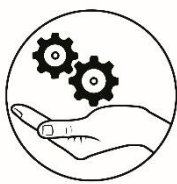
8. Filipinos during this period were hooked in reading magazines and comics.
 - a. New Society Period
 - b. American Period
 - c. Period of 3rd Republic
 - d. 21st Century Period

9. “Ang Bayan ko” was a song popularized in this period.
 - a. Period of 3rd Republic
 - b. New Society Period
 - c. 21st Century Period
 - d. Post-EDSA 1 Period

10. This period is notable in the reawakening of the Filipino spirit when the 3 priests Gomez, Burgos and Zamora were guillotined without sufficient evidence of guilt.
 - a. Post-EDSA 1 Period
 - b. Period of 3rd Republic
 - c. Period of Enlightenment
 - d. Period of Activism

11. A statement of fact about Philippine regional literature is _____.
 - a. It mirrors the deeply ingrained Filipino values, culture and tradition even when keeping up with the changing times.
 - b. It reflects the conservatism of indigenous folks who have maintained a backward expression style.
 - c. It embraces only the written compilation of literary works in various styles and genres.
 - d. It depicts the influences of various colonizers that occupied the country for more than three centuries.

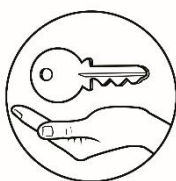
12. An element in poetry that refers to the image or picture created in the minds of readers that helps give light to the main idea is _____.
a. form
b. imagery
c. rhythm
d. sound pattern
13. Many Filipino authors, writers, or poets are encouraged to use the mother tongue as the medium of expression in their craft because _____.
a. Readers fail to comprehend a piece not written in either English or Tagalog.
b. Our people's culture and tradition are upheld through this despite effects of colonization or even modernity.
c. The expression of thoughts, feelings, and ideas of a writer are emphasized in the personalized codes that they use.
d. The continuous flow of feelings and insights are inhibited when a foreign language is used instead.
14. The development of literature in the Philippines _____.
a. is given life only in the oral tradition of the country.
b. could reflect the richness of our country's resources.
c. may be attributed to both local and foreign influences.
d. grew and prospered alongside the country's history.
15. Philippine regional literature has become rich and varied because of _____.
a. the contributions of numerous artists who patterned after the Western literary masters.
b. the nationalistic fervor of texts written in various stages of our history as a nation.
c. various topics used as themes by the writers and their alignment to world events.
d. the archipelagic nature of the Philippines, its geographical features, and the presence of various ethno-linguistic groups in the country.



Additional Activities

Activity 1 Short Reflection

1. In what ways can you as a Filipino reader be affected by such works (short stories in Tagalog) that endeavor to open the minds of people on socio-political and moral issues confronting the country.



Answer Key

<p>What I Know</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. B 5. A 6. B 7. B 8. D <p>Assessment</p> <ol style="list-style-type: none"> 1. C 2. A 3. D 4. A 5. B 6. B 7. B 8. A <p>What I can Do</p> <p>Activity 1. Verse of the Day</p> <p>Verse 1 – We are entitled to our experiences that determine how things appear to us.</p> <p>Verse 6 – Women are stronger together</p> <p>Verse 7 – It tells of the strengths of women both physically, spiritually and mentally</p>	<p>What's More</p> <p>Lesson 1:</p> <p>Activity 1. Thinker's View</p> <ol style="list-style-type: none"> 1. That moon was scared 2. That moon was scared 3. That moon was scared 4. That moon was scared 5. That moon was scared 6. That moon was scared 7. That moon was scared 8. That moon was scared <p>Assessment 1:</p> <p>Characterize Me!</p> <ol style="list-style-type: none"> 1. Legends, Old Filipino customs are reflected in these legends. 2. Folktales. Evaluate our personalities and improve our perspectives in life, early forms of culture. 3. The Eclipse. <p>Assessment 2:</p> <p>Who's Who?</p> <ol style="list-style-type: none"> 1. C 2. A 3. A 4. B <p>Look</p> <ol style="list-style-type: none"> 1. Faith 2. Awe 3. Worship <p>Assessment 3:</p> <p>Saying a Song</p> <p>1st – The Philippines is a beautiful and rich country</p> <p>2nd – Because of its natural beauty, it was colonized by foreign</p>	<p>What's More</p> <p>3rd – The country is crying for freedom</p> <p>4th – A patriot would love to see his country free</p> <p>Lesson 2:</p> <p>Activity 1. Graphic Organizer</p> <p>1. Gabu is a representation of life.</p> <p>2. A coastline in Ilocos that is constantly experiencing the battering restlessness of the sea.</p> <p>Assessment 1:</p> <p>Reflect On Me</p> <p>1. Tagalog</p> <p>2. Encouraging people to be excited about literature</p> <p>Activity 2:</p> <p>Outline</p> <p>Introduction – Philippine Literature is going through a drought</p> <p>1st point – many are anticipating the reawakening of literature</p> <p>2nd point – literature today is focused on the demand of the public</p> <p>3rd point – A call for re-emergence of Philippine literature</p> <p>Assessment 2:</p> <p>Themes</p> <p>Up</p> <p>1. Anger / Resentment</p>
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